

African American and Latina/o Histories

AMH 4930.387E (DRAFT COPY)

Professor Paul Ortiz

University of Florida

Fall Semester, 2019 Wednesdays, 1:55 pm to 4:55 pm

Keene-Flint 0117

Course Description:

In this research seminar we will undertake a comparative study of African American and Latina/o histories, cultures, and politics. Major themes include slavery, colonialism, revolutions, social movements and racial formation in the modern era. Special emphasis will be placed on overlapping as well as distinctive histories and struggles for citizenship and human rights. Course will include analyses of African American and Latina/o oral traditions, film, poetry, drama, memoir, and various forms of expressive cultures.

Course Objectives/Student Learning Outcomes:

We will explore histories, cultures, and politics of African Americans and Latinx people since the Mexican War of Independence. Students will gain an understanding of the connections between events such as the abolition of slavery in Latin America, the US invasion of Mexico, and the coming of the American Civil War. We will examine the relationship between Reconstruction in the United States and the Ten Years War in Cuba including efforts by African Americans to provide support to the struggle for Cuban independence. We will also study connections between the Spanish American War and the expanding *Jim Crow/Juan Crow* systems in the US South. In the 20th century, we will examine labor movements of Latina/o and African Americans in the American southwest and southeast including Florida. We will assess the rise of the modern Chicana/Latinx and African American civil rights and human rights movements and the presidency of Barack Obama.

Students will gain critical research, writing, and oral presentation skills on the way towards completing a major research paper. Seminar participants will learn how to connect contemporary social changes (including the US transition to a minority-majority society) with historical processes, labor markets, and US foreign policy decisions. Students will also achieve an understanding of the increasing economic, political, and cultural integration of the United States, Latin America, the Caribbean and Africa.

Electronic Ettiquette Policy

Studies electronic devices in seminars demonstrate that students who are “wired” perform more poorly in class unless the course is explicitly designed for electronic interface.¹ Both the instructor as well as students will be giving presentations during the course of the seminar and our classroom time is too precious to waste on text-messaging, online shopping, Facebook, etc. In order to keep distractions to a minimum, there is a no laptop rule in the class. Turn off cell phones. (This includes the instructor!) No text messaging during class.

¹ Helene Hembrooke and Geri Gay, “The Laptop and the Lecture: The Effects of Multitasking in Learning Environments,” *Journal of Computing in Higher Education*, vol. 15, (Fall 2003); Pam Mueller, “The Pen is Mightier Than the Keyboard: Advantages of Longhand Over Laptop Note Taking,” *Psychological Science*, June 4, 2014; Anne Curzan, “Why I’m Asking You Not to Use Laptops,” *The Chronicle of Higher Education*, November 15, 2015, <http://chronicle.com/blogs/linguafranca/2014/08/25/why-im-asking-you-not-to-use-laptops/> (Accessed November 15, 2014); Dan Rockmore, “The Case for Banning Laptops in the Classroom,” *The New Yorker*, June 6, 2014, <http://www.newyorker.com/tech/elements/the-case-for-banning-laptops-in-the-classroom> (Accessed November 15, 2014).

Academic Honesty

Students are required to be honest in their coursework, may not use notes during quizzes or exams, and must properly cite all sources that they have consulted for their projects. Any act of academic dishonesty will be reported to the Dean of Students, and may result in failure of the assignment in question and/or the course. For University of Florida's honor code, see <http://www.dso.ufl.edu/sccr/honorcodes/honorcode.php>.

Accommodations for Students with Disabilities Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who will then provide it to the instructor: <https://www.dso.ufl.edu/drc/>

Counseling and Mental Health Resources

Students facing difficulties completing the course or who are in need of counseling or urgent help should call the on-campus Counseling and Wellness Center (352-392-1575; <http://www.counseling.ufl.edu/cwc/>).

Current UF Grading Policy

Review current UF Grading policy at: <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

Electronic Copies of Syllabus, May be found on our course Canvas site.

UF Oral History, Latinx and Black Histories

The Samuel Proctor Oral History Program (SPOHP) has been conducting oral history interviews with African Americans and Latinas/os, and these may be used for your final research projects. Links to one interview example may be found at: <http://www.gainesvilleiguana.org/2012/articles/history-and-the-people-who-make-it-sonja-diaz/#more-747> SPOHP has conducted oral history interviews with alumni of the Student Action with Farmworkers organization at Duke University, as well as the Farmworker Association of Florida. In order to access these interviews, contact:

COURSE FORMAT

Synthesis Essays: You will write three synthesis essays this semester that compare and contrast readings across weeks. Each essay will be 4-5 pages in length. Your first essay will focus on Piri Thomas's *Down These Mean Streets*. In these essays you should reference several reading assignments. I am looking for serious engagement with the major themes, and historical comparisons of African American and Latino experiences. Synthesis Essay due dates: Friday, September 13, Friday, November 1 and Friday, November 22. *All essays are due at my office at Pugh Hall, 2nd floor, Samuel Proctor Oral History Program, #241 at 7:00 p.m.*

Mid-Term Exam: A take-home mid-term exam will be distributed in class on Wednesday, October 2. The exam is based on readings and materials from the week of September 11 through the week of October 2. The exam is due, Friday, October 11, Pugh Hall, #241.

Attendance: Unexcused absences will result in automatic reduction of grade. A medical certificate is needed to excuse absence. If you miss a class you are responsible for getting notes and/or assignment instructions from one of your peers or instructor during regular office hours.

Final/Research Project: Each student will write a fifteen-page research paper on a topic dealing with an aspect of comparative Latino/African American history. Early in the term, we will meet in the Reading Room, 2nd floor Library East for a research workshop led by P.K. Yonge Library Curator Dr. James Cusick. We will discuss final papers in seminar on a regular basis; however, you must meet with the instructor during office hours to receive formal approval for your research papers. You will present your project proposal in class the week [] for peer review. Letter grades on the research paper will be based on three criteria:

- Evidence--how good is the command and deployment of the relevant course material, and is the student employing the best evidence available to make his/her points;
- Interpretation--has the student developed an argument or point of view that is pertinent to the issue at hand, and that has breadth, coherence, and insight; and
- Expression (style)--is the prose (writing) clear, concise, and engaging?

Project Proposal: The project proposal is your mechanism for organizing research for the final paper. It includes: a tentative research project title; statement of topic; research questions; bibliography of primary and secondary sources; description of one primary source. The proposal is due in class []

Oral Presentations: Students will give periodic class presentations of their research a 10-15 minute oral presentation of their research towards the end of the semester with a question-and-answer period to follow each presentation. Letter grades will be based on:

- Clarity—how well does the student present the work-in-progress to a general audience?
- Organization—does the student present the major ideas in a logical manner, explaining primary and secondary sources?
- Significance of research—is the student able to explain why the project is historically significant?

Grading: Class participation, including discussion (10%); Mid-Term exam (10%) Synthesis Essays (30%); Project Proposal (10%); Oral Presentation (10%) Final Research Paper (30%).

Office Hours: I will be holding office hours this semester at my office at the Oral History Program, Pugh Hall, # 241, on Wednesdays, 10:30 to Noon and Fridays, 10:30 to Noon. I am also available for meetings via appointment. My cell phone number is 831-334-0131.

Email: Check your class email account on a regular basis for reading questions and course updates.

Required Texts: (Available at Library West Reserves and UF Bookstore.) Piri Thomas, Down These Mean Streets; Juan Gonzalez, Harvest of Empire: A History of Latinos in America; Paul Ortiz, An African American and Latinx History of the United States; August Wilson, The Piano Lesson; Martín Espada, Zapata's Disciple; Gaye Theresa Johnson, Spaces of Conflict, Sounds of Solidarity: Music, Race, and Spatial Entitlement in Los Angeles.

Syllabus & Reading List

PART I: BEYOND MESTIZAJE: INTERCULTURAL CONNECTIONS

*“It is urgent that our America learn the truth about the United States”
--José Martí, Cuba*

WEEK OF AUGUST 21: RE-VISIONING US HISTORY, SEEING THE AMERICAS WHOLE

Wednesday: *Syllabus overview; get to know each other and Discussion Questions for next week.*

In class exercise with primary documents: "An Open Letter To Black Americans From Latinos," The Sacramento Observer, August 25, 2003. <http://aapo.tamu.edu/files/Open%20Letter.pdf>

Ralph Matthews, “Yes, We have No Bananas,” Cleveland Call & Post, July 3, 1954

The National Era, “The Central America Scheme,” January 4, 1855

Farm Labor Organizing Committee/Black Workers For Justice, Juneteenth, 2001 announcement (Handout)

FILM: Gordon Parks, “The World of Piri Thomas”

WEEK OF AUGUST 28: WALKING DOWN THESE MEAN STREETS

Syllabus review; introductions, continued

Reading discussion, Piri Thomas, Down These Mean Streets, Introduction to pp. 148 and afterward.

Ian F. Haney López, "Chance, Context, and Choice in the Social Construction of Race," in: The Latino Condition: A Critical Reader, 9-15 (Google Books), <https://books.google.com/books?id=V-YTCgAAQBAJ&pg=PA9&lpg=PA9&dq=ian+haney+lopez+the+mean+streets+of+social+race&source=bl&ots=LnPnkp6kAq&sig=ACfU3U0nkVhhwIJaGMi7Caj4zEAbxHEwaw&hl=en&sa=X#v=onepage&q&f=true>

Terry Blas, “I’m Latino. I’m Hispanic. And they’re different, so I drew a comic to explain,” *Vox*, <https://www.vox.com/2015/8/19/9173457/hispanic-latino-comic?fbclid=IwAR2k2UcLUMmlzvUOEArOfMyoeY6qpQj21PCcZb6Tcb2cbr-rr0ltd7jdpKI>

In-class film screening: Jonathan Robinson, "Every Child Is Born A Poet," film on the life of Piri Thomas

WEEK OF SEPTEMBER 4: BEYOND THE BLACK/WHITE PARADIGM OF RACE

Reading: Piri Thomas, Down These Mean Streets, 149-230.

Latina/o Diaspora in the Americas Project (LDAP) of the Samuel Proctor Oral History Program, <https://oral.history.ufl.edu/projects/latinao-diaspora-in-the-americas-project/>

Paul Ortiz, "Teaching Comparative African American and Latina/o Histories in an Age of Neoliberal Crisis," *Kalfou* (Spring 2016) (**Canvas**)

Piri Thomas: "Voices of Fighters Against Oppression," New York Amsterdam News, November 16, 1985 (**Handout**)

Danticat, E & Diaz, J (2014) The Dominican Republic and Haiti: A Shared View from the Diaspora: A Conversation with Edwidge Danticat and Junot Diaz by Richard André. *Americas Quarterly*, Summer, 2014. <https://www.americasquarterly.org/content/dominican-republic-and-haiti-shared-view-diaspora>

WEEK OF SEPTEMBER 11: HARVEST OF EMPIRE: HOW WE ARRIVED AT THIS POINT

Reading Discussion: Piri Thomas, Down These Mean Streets, finish book

Juan Gonzalez, Harvest of Empire: A History of Latinos in America, Introduction to 78

Paul Ortiz, ReVisioning Black History Month: Linking African American and Latino Histories, *Beacon Broadside*, <http://www.beaconbroadside.com/broadside/2014/02/raising-the-bar-of-emancipation.html>

In-Class: Juan Gonzalez, Harvest of Empire, documentary film

Listen: Susana Baca, *Sounds of Afro-Peru and Legacies of Slavery in South America*

Lecture/Slide Show, The Spanish "Casta" system, Mestizaje, and the origins of race in the Americas.

1st Synthesis essay due: Friday, September 13, 7 pm, Pugh Hall, #241 (Oral History Program)

PART II: REVOLUTION & THE EMANCIPATION OF THE AMERICAS

*"Both the Spanish and the American colonial enterprises
were grounded in racism—in a system of status inequality built*

African American and Latina/o History Research Seminar: 5

on presumed racial difference.”

--Laura Gomez

“*Opposite One-Drop Rules,*” (89)

“First Haiti invented human rights, and then Latin America invented democracy.”

--Laurent Dubois

WEEK OF SEPTEMBER 18: ABOLITIONISM AND THE WARS OF INDEPENDENCE

Reading Discussion: Paul Ortiz, *An African American and Latinx History of the United States*, author’s note, introductory materials, chaps. 1-3

George Reid Andrews, “The Wars for Freedom 1810-1890,” In: *Afro-Latin America* (**Canvas**)

“Casta Paintings: Inventing Race Through Art Reveals 18th-Century Attitudes on Racial Mixing,” National Public Radio, <http://www.npr.org/templates/story/story.php?storyId=3043790>

WEEK OF SEPTEMBER 25 : THE EMPIRE STRIKES BACK

Margarita Vargas-Betancourt and Stephanie Birch, Smathers Libraries Faculty, “Research Projects” 1:55 to 3:00

Reading Discussion: Paul Ortiz, *Reading Discussion:* Paul Ortiz, *An African American and Latinx History of the United States*, introductory materials, chaps. 4-5.

Guadalupe T. Luna, “The Treaty of Guadalupe Hidalgo and *Dred Scott v. Sandford*: ‘Aren’t They All Illegal Anyway?’” in Stokes, Meléndez, et. al., *Race in 21st Century America*, 297-312. (**Canvas**)

José Martí, “A Town Sets a Black Man on Fire,” <http://www.walterlippmann.com/marti002.html> (1892)
And “The Truth About the United States,” <http://readingtheperiphery.org/marti/>

Suggested Reading: José Martí on Antonio Maceo, <http://www.historyofcuba.com/history/marti/martimac.htm>

In-class Screening: Danny Glover, *“Buffalo Soldiers”*

WEEK OF OCTOBER 2: JIM CROW/JUAN CROW

Due: Project Proposal Plans (Bring one copy to class for peer review; one copy for instructor)

Reading discussion: Juan Gonzalez, *Harvest of Empire*, 81-163.

Winston James, "From a Class for Itself to a Race on its Own: The Strange Case of Afro-Cuban Radicalism and Afro-Cubans in Florida, 1870-1940," in Winston James, Holding Aloft the Banner of Ethiopia: Caribbean Radicalism in Early Twentieth-Century America, 232-261. (Canvas)

Gay Theresa Johnson, "Constellations of Struggle: Luisa Moreno, Charlotta Bass, and the Legacy for Ethnic Studies," *Aztlan: A Journal of Chicano Studies*, vol. 33, (Spring 2008), 155-172 (Canvas)

David Bacon, "How Mississippi's Black/Brown Strategy Beat the South's Anti-Immigrant Wave," The Nation April 20, 2012, <http://www.thenation.com/article/167465/how-mississippis-blackbrown-strategy-beat-souths-anti-immigrant-wave>

Suggested:

Roberto Lovato, "Juan Crow in Georgia," May 26, 2008, <http://www.thenation.com/article/juan-crow-georgia>

"Tainted Justice at the EPA," *Los Angeles Times*, August 18, 2005 (*Environmental racism*), <http://articles.latimes.com/2005/aug/18/opinion/oe-pastor18>

Imara Jones, "A Food Crisis Is Coming, But Urban America Already Has It Solved," Colorlines, February 16, 2011, http://colorlines.com/archives/2011/02/urban_america_is_nurturing_the_future_of_food.html

Discussion groups to review/critique research project plans

Mid-Term Exam Distributed. Due, Friday, October 11, 7 pm., Pugh Hall, #241.

PART III: Literature and Liberation

WEEK OF OCTOBER 9: MAKING A NEW DEAL/ECONOMIC INEQUALITY NOW

Reading Discussion: Reading Discussion: Paul Ortiz, *An African American and Latinx History of the United States*, introductory materials, chapters 6-7

Zaragoza Vargas, *Labor Rights are Civil Rights: Mexican American Workers in Twentieth Century America*, Introduction (Canvas)

William Darity, Jr., et. al., "Umbrellas Don't Make it Rain: Why Studying and Working Hard Isn't Enough for Black Americans," (Duke Center for Social Equity, 2015) (Canvas)

Meizhu Lui, Bárbara Robles, "Overview: The Roots of the Racial Wealth Divide," The Color of Wealth: The Story Behind the U.S. Racial Wealth Divide, 1-27. **email**

Stephen Lerner, "Black and Brown: The United Colors of Low-Wage Workers," *Race, Poverty & the Environment*, (Spring 2007) http://urbanhabitat.org/files/RPE14-1_Lerner-s.pdf

"Wells Fargo Settles for \$175M Over Steering Blacks and Latinos to Subprime Loans," ColorLines,

July 12, 2012,

http://colorlines.com/archives/2012/07/wells_fargo_settles_for_175m_over_steering_blacks_and_latinos_to_su_bprime_loans.html

In-class film screening: "Race: The Power of an Illusion, Volume 3: 'The House we Live In'"

Film Screening, Piano Lesson

Mid-Term Essay Exam Due, Friday, October 11

WEEK OF OCTOBER 16: FROM SLAVERY TO FREEDOM: AUGUST WILSON

Reading Discussion: August Wilson, The Piano Lesson

James Baldwin, "Letter To My Nephew on the 100th Anniversary of the Emancipation," in *The Fire Next Time*, <https://progressive.org/magazine/letter-nephew/>

James Baldwin, "An Open Letter to My Sister, Angela Y Davis," November 19, 1970 (**Canvas**)

"August Wilson, *Writing to the Blues*," <http://www.npr.org/templates/story/story.php?storyId=1700922>

Interview with August Wilson, "You Can't Write Plays Without Knowing the Craft of Playwriting," http://www.believmag.com/issues/200411/?read=interview_wilson

WEEK OF OCTOBER 23: INTERCULTURAL CONNECTIONS: MARTIN ESPADA

Reading Discussion: Martín Espada, Zapata's Disciple

Luis Alvarez and Daniel Widener, "A History of Black and Brown: Chicana/o—African American Cultural and Political Relations," *Aztlan: A Journal of Chicano Studies*, (Spring 2008) (**Canvas**)

The Black Panther Party 10-Point Program, <http://blackpower.web.unc.edu/2017/04/the-black-panthers-10-point-program/> (1966)

The Young Lords Party 13-Point Program and Platform:
http://www2.iath.virginia.edu/sixties/HTML_docs/Resources/Primary/Manifestos/Young_Lords_platform.html
(1969)

Listen: "Now the Dead will Dance the Mambo," and other poems by Martin Espada;

PART IV: SOCIAL MOVEMENTS

WEEK OF OCTOBER 30: BLACK AND BROWN IN ARTS AND ORGANIZING

Reading Discussion: *Gaye Theresa Johnson, Spaces of Conflict, Sounds of Solidarity: Music, Race, and Spatial Entitlement in Los Angeles. (1st half of book)*

Cesar Chavez, "Huelga, Tales of the Delano Revolution: The Organizer's Tale," *Ramparts Magazine*, July 1966 (Canvas)

Gwendolyn Zoharah Simmons, "Martin Luther King Jr. Revisited: A Black Power Feminist Pays Homage to the King," *Journal of Feminist Studies in Religion* (Fall 2008), 189-213

Elizabeth Martínez, "Black And Brown Alliance in North Carolina: Organizers Speak," *Z Magazine*, March 1, 2000,
<https://zcomm.org/zmagazine/black-and-brown-workers-alliance-born-in-north-carolina-by-elizabeth-martinez/>

Watch: Bill Fletcher, Jr. "The Immigrant Rights Movement: Forging Black-Brown Unity," *National Lawyers Guild*, May 19, 2008. <http://www.youtube.com/watch?v=dWQmpbYjNFs&feature=related>

"Music, Activism and the Peruvian Cabinet," *The New York Times*, August 19, 2011,
http://www.nytimes.com/2011/08/20/arts/music/susana-baca-peruvian-musician-and-culture-minister.html?_r=0
 "BP's Waste Management Plan Raises Environmental Justice Concerns," *Dissident Voice*, July 29, 2010,
<http://dissidentvoice.org/2010/07/bp%E2%80%99s-waste-management-plan-raises-environmental-justice-concerns/>

In-class film screening: "Fight in the Fields"

2nd Synthesis Essays (on "Literature and Liberation") due: Friday, November 1, 5 PM.

WEEK OF NOVEMBER 6: ORGANIZING/SOCIAL MOVEMENTS

Reading: *Gaye Theresa Johnson, Spaces of Conflict, Sounds of Solidarity: Music, Race, and Spatial Entitlement in Los Angeles. (finish book)*

Mike Davis, "In L.A., Burning All Illusions: Urban America Sees Its Future," *The Nation*, June 1, 1992, 743-747 (CANVAS)

Paul Ortiz, *An African American and Latinx History of the United States*, introductory materials, chapter 8, epilogue.

Elizabeth Martinez, "Latinos Create a New Political Climate," *Z Magazine*, June 1, 2006,
<https://zcomm.org/zmagazine/latinos-create-a-new-political-climate-by-elizabeth-martinez/>

Juan Gonzalez, *Harvest of Empire: A History of Latinos in America*, 167-224

WEEK OF NOVEMBER 13: BUILDING COALITIONS

Reading: Mike Davis, “Armageddon at the Emerald City: Local 226 vs. MGM Grand,” *The Nation*, July 11, 1994 (Canvas)

Sara Mosle, “How the Maids Fought Back: Letter from Las Vegas,” *The New Yorker*, February 26, 1996

Paul Ortiz, “On the Shoulders of Giants: Senator Obama and the Future of American Politics,” *Truthout*, November 25, 2008, <http://www.truth-out.org/112508R>

Dream Defenders, *Freedom Papers*, <https://www.dreamdefenders.org/freedompapers>

WEEK OF NOVEMBER 20: NEW ORIGIN NARRATIVES OF THE AMERICAS: NO NEW READING

Student Research Project Presentations of work-in-progress.

Synthesis Essay #3 on Social Movements, due, Friday, November 22

WEEK OF NOVEMBER 27: THANKSGIVING ADELANTE: NO NEW READING

Week of DECEMBER 4: LAST DAY OF CLASSES

Research Project Presentations, continued

Finals Week:

RESEARCH PAPER DUE: Wednesday, 5 pm, my office, Pugh Hall

Course Evaluation Criteria:

“Students in this class are participating in the pilot evaluation of the new course evaluation system called GatorEvals. The new evaluation system is designed to be more informative to instructors so that teaching effectiveness is enhanced and to be more seamlessly linked to UF’s CANVAS learning management system. Students can complete their evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via https://urldefense.proofpoint.com/v2/url?u=https-3A__ufl.bluera.com_ufl_&d=DwIGaQ&c=sJ6xIWYx-zLMB3EPkvcnVg&r=1qtWVKU2uNohMAWR5pYYVu0F_ty9jxk4wI-DcSEfmKub76k8eaDIYyGQkZMpCQZ6&m=KCQMaruvDccGkQ95LBWWejChKpHpd3olzGps63zo0Ao&s=2ryl1k1Sd2MT9xMTXgaRslOLmzE7-Mky8W2E_HUO3wQ&e= . Please note your other classes this semester may be evaluated in the current GatorRater online evaluation system at

<https://evaluations.ufl.edu><<https://evaluations.ufl.edu>> . Thank you for serving as a partner in this important effort.”

About the Instructor:

Paul Ortiz is a professor of history and director of the award-winning Samuel Proctor Oral History Program at the University of Florida. Professor Ortiz is a third-generation US military combat veteran and a 1st generation college graduate. Between 1982 and 1986 Ortiz served as a paratrooper and radio operator in the 82nd Airborne Division and the 7th Special Forces Group in Central America. He attained the rank of sergeant and received an honorable discharge in 1986. Ortiz was awarded the Army’s Humanitarian Service Medal for service during the *Nevado del Ruiz* volcanic disaster in Tolima, Colombia 1985. Paul’s grandfather was a soldier in the Mexican Revolution. The family fled to the United States around the time that the US Marines occupied Tampico.

Prof. Ortiz received his Ph.D. in history from Duke University in 2000. He earned his bachelor’s degree from the Evergreen State College in 1990 in history and political economy. He earned his Associate of Arts degree from Olympic Community College in 1988.

He is currently the faculty adviser for UF chapters of the Dream Defenders, the Venezuelan Students Association, CHISPAS, *Por Colombia*, Students for Bernie and many other student organizations. He was awarded the 2013 César E. Chávez Action and Commitment Award, for “Outstanding leadership through engaging in activities which dignify workers and by making notable contributions to the labor movement & demonstrating resilience in organizing workers, especially those who have been traditionally disadvantaged,” by the Florida Education Association, AFL-CIO. The Samuel Proctor Oral History Program received the Oral History Association’s 2013 Stetson Kennedy Vox Populi Award for outstanding achievement in using oral history to create a more humane and just world.

Ortiz is the recipient of numerous book awards. *An African American and Latinx History of the United States* is the recipient of the 2018 PEN Oakland-Josephine Miles Award for Literary Excellence. He is also the author of *Emancipation Betrayed: The Hidden History of Black Organizing and White Violence in Florida from Reconstruction to the Blood Election of 1920*. He was an interviewer and co-editor of *Remembering Jim Crow: African Americans Tell About Life in the Segregated South* (New Press) Paul is currently writing the book, “Settler Colonialism and the ‘War on Terror’: 1492 to the Present,” which will be published by Beacon Press.